**Friendship Academy of Science and Technology (#338)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name:** | | Molly Zeins | | | **Date:** | Monday 9/26-Tuesday 9/27 | | |
| **Lesson:** | | 0.09 The Civil War Day 1/2 | | | **Subject:** | Honors US History | | |
| **Type of Lesson:** | | **( ) Introductory ( ) Developing ( X ) Maintaining ( ) Refining ( ) Enriching ( ) Reviewing** | | | | | | |
| **Curriculum Standards:** | | US History – 8th Grade Curriculum  5.5 Analyze the events of the civil war | | | | | | |
| **Objective:** | | **SWBAT analyze the significance of the battles of the Civil War.** | | | | | | |
| **Agenda:** | | | | **Key Points:** | | | | |
| 1. Call to Order 2. Procedures for Pair Work 3. Pair Work (Power point creation) 4. Sharing of the Collective Power point / Notes 5. Exit Ticket | | | | * Understanding the battles of the Civil War helps us understand how our country finally solved the debate over slavery and preserved the Union. (WHY) * Fort Sumpter was the location where the first shots were fired. (WHAT) * Robert E. Lee was a talented military leader for the Confederacy. (WHAT) * Border states were incredibly important to the war, including Delaware, Maryland, Kentucky, and Missouri. (WHAT) * The Anaconda Plan was one that would completely smother the South’s economy by undermining the South’s ability to transport goods or people in and out of the area by blockading the Mississippi river. (WHAT) * The First Battle of Bull Run was one in which confederate soldiers shocked the north by winning the battle. (WHAT) * Ulysses S. Grant was the victorious Union General and captured several river forts. (WHAT) * The Battle of Shiloh cost the Union 13,000 deaths and the Confederates 11,000 soldiers. (WHAT) * The Fall of New Orleans was a heavy blow to the South. (WHAT) * Bloody Antietam was the bloodiest battle in all of American history, with over 25,000 men dead. (WHAT) * The Emancipation Proclamation freed slaves in areas still fighting against the Union, to be seen as a military strategy. (WHAT) * The Battle of Gettysberg was one in which the North lost 23,000 men, and the south lost 28,000 men. Though the North did not defeat the South, they came close. (WHAT) * The Siege of Vicksburg was won by the Union after they surrounded and cut off the last Confederate holding on the Mississippi River. (WHAT) * Abraham Lincoln held that the North entered the Civil War to preserve the Union (HOW). * One of the major strategies that the North used against the South was cutting them off from the importation and exportation of supplies, as part of the Anaconda plan and executed in the Siege of Vicksburg. (HOW) * African American soldiers played a huge part in the Union War effort because it would be their first step towards citizenship. (HOW) * The Emancipation Proclamation was created by Lincoln to be used as a military strategy, freeing the slaves in the areas that were fighting against him, and thus weakening the Confederacy (HOW). | | | | |
| **Materials:** | | | |
| 1. LCD projectors 2. Power point 3. Text book 4. Worksheet for pair work 5. Exit Tickets | | | |
| **Call To Order: (5 minutes)** | | | | | | | | **Accommodations:** |
| Teacher will greet students at the door, and shake their hands.  Students will pick up their returned work, find their seats, take out their notebooks, put their homework at the top of their desks, and begin their Call to Order.  **Call to Order: (Monday)**   1. How might a civil war be worse than other wars?   **Call to Order: (Tuesday)**   1. What would you be willing to sacrifice for your country?   Teacher will walk around stamping homework assignments and taking attendance. | | | | | | | | Teacher will read the instructions verbatim as she walks around. |
| **Introduction to New Material: (5 minutes)** | | | | | | | | |
| ***Procedure:*** | | | | | | | | Graphic organizer will be used to represent new knowledge. |
| **Monday:**  Teacher will introduce procedures for Textbook work. Each group of 2-3 will receive an assignment of 3-4 red subheadings in the textbook *Creating America, pp. 488-519.* Teacher will model turning the subheading into a question for Cornell Notes, and figuring out what the key points are that answers the subheading by reading the paragraph or section underneath. Students will create 3-4 power point slides and index cards so that they are experts and can present the information to their class tomorrow. Students will submit these by the end of class today. | | | | | | | |
| **Guided Practice (35 minutes)** | | | | | | | | |  |
| **Monday:**  Students will work with a partner or group of three to create their presentation for the next day. Teacher will circulate, ensuring on task activity.  **Tuesday:**  Students will present power point slides to the class. Students will copy down notes. | | | | | | | | Verbatim reading of all directions. |
| **Independent Practice: (10 minutes)** | | | | | | | | |
| Students will complete an exit assessment comprised of 5 multiple-choice questions, which are aligned to the questions on the unit exam. | | | | | | | |  |
| **Closure: (5 minutes)** | | | | | | | | |
| **Assistant to the Executive Director (**check job chart) will collect exit tickets.  **Manager of Supply Distribution** (check job chart) will distribute homework.  Students will write down their homework as the teacher explains the expectations.  Teacher will have student write on the word wall what they learned today. | | | | | | | |  |
| **Homework:** | | | | | | | | |
| **Students will complete a guided reading of Civil War events from a textbook chapter of History Alive.** | | | | | | | |  |
| **Assessment:** | | | | | | | | |
| See attached Exit Slip. | | | | | | | |  |
| **Rigor:** | | | **Engagement:** | | | | **Intervention:** | |
| Note-taking skills will be ones necessary for college. Primary sources illustrate sources at the same level of rigor as those on AP US history exam questions. | | | Students who are interpersonal learners will have the opportunity to engage in conversations around the content during guided practice. | | | | Small group work allows students the opportunity to check answers before sharing out as a group. | |
| **Notes:** |  | | | | | | | |